

Pretests (multiple choice, lill in the blank, Tor F, unit

test)

Reading Inventories or Running

Records

Essays, Short Answer, Journal

Responses Anticipation Guides Student-led Conferences Show- Me Boards

Evaluate the Results to teach smarter

Structured Observations Specific Purpose for Assessment Mind Map or Web (Fill in a Web) Evaluate the results -with colleagues Need data to drive instruction



**Tests from Textbooks**

**PURPOSE:**

• To assess the knowledge and skills of the students

• To ensure that students meet the content goals

• To provide enrichment for students exceeding state or district standards

**WHEN TO PRE-ASSESS:**

• BEFORE the unit

• Anywhere from 1 day up to two weeks prior to instruction

**DATA-BASED DECISIONS:**

• Plan the unit - where to start, pacing

• Form flexible groups

• Determine instructional strategy

• Plan tiered assignments

• Plan anchor activities to enrich, re-teach, or compact

**Pre-Assessment Strategy - Create-A-Cloze**

**Assessment Uses:**

• Pre-Assessment or Activating Prior Knowledge

• Formative Assessment

• Summative Assessment

**Grouping:** Individual

**Directions:**

Create a passage or download a passage about the topic you will be studying. Delete key words within this passage and create a list of these words so that students have terms to choose from while trying to figure out which word goes in the blank. Students will use context clues and their prior knowledge to figure out which words go within the blanks.

Options: Use white out and draw a line to represent the missing word; delete words within computer passages and replace with a line; use the following websites to help you construct this type of pre- · assessment:

[www.er.uqam.ca/nobel/r21270/.../clozefreq/cloze\_enter.html](http://www.er.uqam.ca/nobel/r21270/.../clozefreq/cloze_enter.html) <http://edhelper.com/cloze.htm>

**Differentiation Addressed:**

• Visual

• Verbal Linguistic, Intrapersonal

• **Bump It Up:** Do not provide a Word Bank; use more

challenging vocabulary words that are "blanked" out.

• **Bump It Down:** Divide the cloze into paragraphs with a Word

Bank for each paragraph; have fewer blanks.

**Example of Create-A-Cioze:**

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•.... •····· ·----·

"-· ".' ...***.····v***.. *.A*

**American -Rev:ol'lltlo.n; Summary Quiz**

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After the · · · - 1\IVar;:King .George Ill taxed the colonists heavily.

·He said thall: England needed more • money "because of·the cost of the war.The colonists were forced to Pi.\Y to• Elll'gland although they had no representation in

...

• the English .governing "b.Gdy that makes the laws.They refused to pay a

·tea tax, and further expressed their anger over this tax by participating in the -------

\_.......\_

,.The colonists especially hthe tax law called the Stamp Act, which

caused them to . ·51iaf;nped goods.

AS anger grew, both the coJoni$ts atld the , . prepared for war. On Marchs, 1770,a crowd gathered cirGQnd veral British soldiers and shouted insults

and threw.-r:pcand no\,'Vballat:tht;!t:O,e:SPI i r,s pened fire, and three colonists were -··

··killed. This event becqme known 4$c:tl?'¢'.' ' ·· ·· ·•. • Some people became

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\_, or peop E} wt\_to> PP'l ed·· ngland. Some people became

,...\_..;..\_-....; ,er f'eoJ!fl!!:t:o ;freeciom·from England.The people who didn't suppert. England were accused:t:of::g mrol;ttir,g · . And there

.some oJi>le Who didn't sl!lppcirt'the·, ·aanldl remained------------­

The fimajodl>atti ,Ofthe war at;Qpii td ·and----------·

· British soldt rs d ontbe· Ja,m1sts': t4flf!i't;;Ji:1e night..but -----'-----­

·a. ing:tba:t:the&i'tisl'lwerre;: &iegalloped across the countryside,

. .wamin$ th : ol i They: Wel':e.cm:a:ijli !s notice,and therefore, got the nickname,

....-..---------''This was. ,lQ bai;tle afthe ------------

*On* july 4, f776,the was approved by members of tne Contirier:rt:al Q:,ngress.The war went on forand soldiers in the -------­

Army faced ma,ny·hardships becat,JSe they had few supplies,food, *G>r* clothing during the

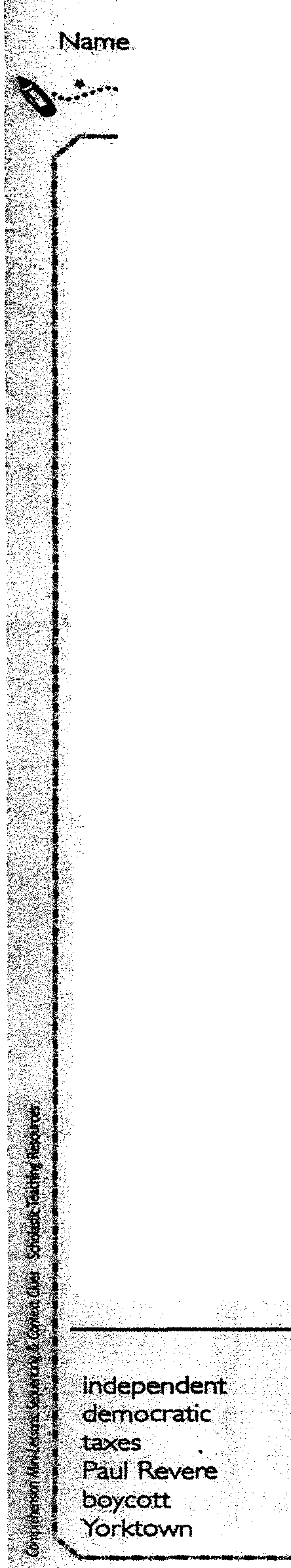
' \,--.,,...

winters. But';they continued to receive support\_ from the colonists.

The Arherican Victory at in 178 I forced the British to si.:Jrrender, In 1783,the was signed, and it named the United:States ;as a new nation with a government Jt:linally became · . tree from England.

**w 'i a**

neutral



Treaty of Paris

BostonTea Party treason ·

Minutemen

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Redcoats

French and Indian

Boston Massacre

Revolutionary War

Dedaration of Independence

**Pre-Assessment Strategy - Go to Your**

**Corners**

**Assessment Uses:**

• Pre-Assessment or Activating Prior Knowledge

• Formative Assessment

**Grouping:** Small, random group based on self-evaluation

**Directions:**

Students are presented with the topic of study. They reflect on their level of knowledge, move to the appropriate corner (Know Very Little, Know Some, Know More, Know A Lot) and develop a chart of information about the topic.

**Differentiation Addressed:**

• Visual, Auditory, Kinesthetic

• Verbal Linguistic, Logical Mathematical, Visual Spatial, Bodily Kinesthetic, Interpersonal

• Content Readiness

• **Bump It Up:** Students generate questions about what they would like to

learn using higher-level questions stems. (See question stems on Bloom's

Chart)

• **Bump It Down:** Students generate questions about what they would like to learn using lower-level questions stems. (See question stems on Bloom's Chart)

**Example:**

*TOPIC: Space Exploration.*

*TEACHER: Tell the students some of the concepts that go along with space study so they can evaluate how much they understand those vocabulary words or concepts. Then, they can move to their corners.*

*STUDENTS: They should be able to explain why they placed themselves in that corner (to the students who also are within that corner).*

**Pre-Assessment Strategy - Graffiti Chart**

**Assessment Uses:**

• Pre-Assessment

• Formative Assessment

• Summative Assessment

**Grouping:** Individual or Small Group

Groups can be teacher-formed or student-formed, heterogeneous, homogeneous

(by learning styles, multiple intelligences, readiness, or gender), or random

**Directions:**

Students can use chart paper or construction paper to design a graffiti chart of things they know about a specific subject or topic. Students share their chart orally or visually. Students can add to chart as they continue to gain knowledge throughout the unit of study. This could also be used as a priming strategy (do this activity 1 week before unit starts). Students can look through books and internet sites to gather information. This priming activity will help build background knowledge and visually report what they learned during this priming time before the unit started.

**Differentiation Addressed:**

• Visual. Auditory, Kinesthetic

• Verbal Linguistic, Logical Mathematical, Visual Spatial, Bodily Kinesthetic., Interpersonal

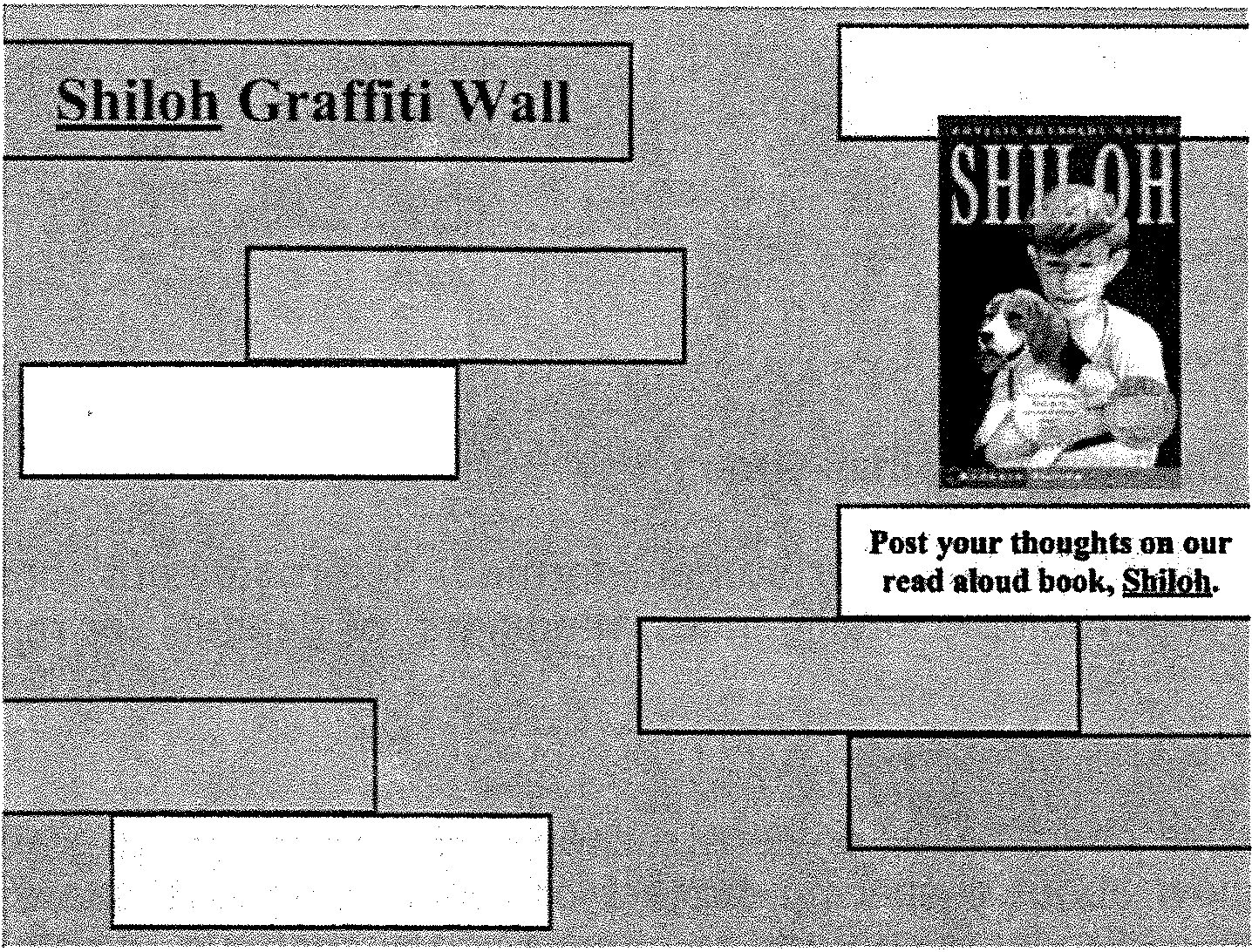
• Content Readiness

• **Bump It Up:** Have students include an analogy, a simile, or a metaphor to their chart; ask students to make connecting lines with other concepts on this graffiti chart.

• **Bump It Down:** Give students key terms to include on their chart;

possibly have some Googled images ready for them to choose from.

**SMART Board Example:** [www.kristenfoley.com](http://www.kristenfoley.com/)



**Classroom example:** [www.sad6..k12.me.us](http://www.sad6..k12.me.us/)



**Pre-Assessment Strategy - "Vote with Your**

**Toes" Anticipation Guide**

**Assessment Uses:**

• Pre-Assessment

• Formative Assessment

**Grouping:** Individual

**Directions:**

Create an Anticipation Guide with some key statements from the unit of instruction. Statements can be true or false. Students stand in rows of about 4-

5 students and so their feet can be seen by the teacher. They read the statements silently as the teacher reads them orally. Teacher provides about 20

seconds of think-time before asking students to vote. Students turn their bodies so their toes face right for statements they believe to be true, and left for

statements they believe to be false. Teacher observes to determine areas that need clarification.

**Differentiation Addressed:**

• Visual. Auditory, Kinesthetic

• Verbal linguistic, Logical Mathematical, Bodily Kinesthetic., Interpersonal, IntrapersonaI

• Content Readiness

• **Bump It Up:** Pair students together and have them provide reasoning to support their decisions.

• **Bump It Down:** Pair students together and allow them to read and discuss the statements prior to standing to vote.

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